

Idioms in English

Volume Two

Step-by-step Lesson Plans

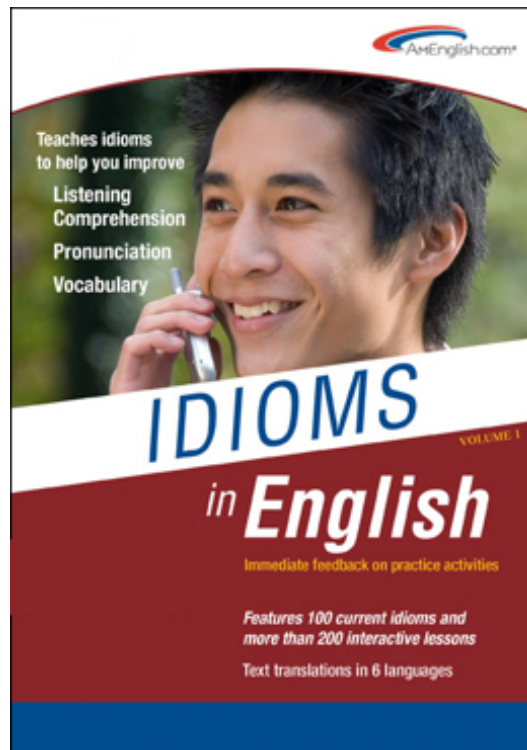


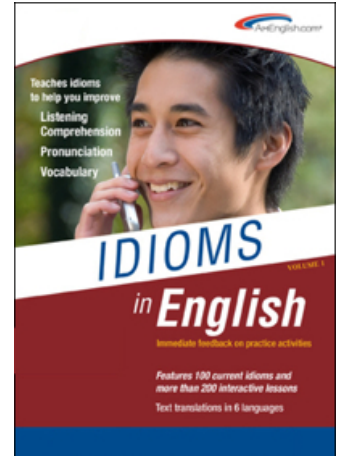
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Introduction:

BACKGROUND

Idioms like “jump through hoops” and “let someone down” are used frequently in conversations, email, presentations, and media in English. When students don’t understand the idioms, they can feel left out of the conversation or presentation since the idiom is often the point of the sentence.



FOCUS

Our approach to teaching idioms also helps improve listening comprehension and pronunciation in English. We demonstrate how the concepts we teach in the *Pronunciation in English* program apply to idioms. The pronunciation notes on every idiom page demonstrate how stress (with content words), intonation (with focus words) and rhythm (with reduction and linking) apply to each idiom. *Idioms in English – Volume Two* reinforces the concepts presented in the pronunciation program in a new context.

Grammar

The grammar in the idioms programs is implicit rather than explicit. So, when you get to a dictation page, if the idiom has a verb, there is usually a variation that will show a different construction, which will give you options for using the idiom correctly in a sentence. For example, the first sentence in the dictation for “try out” uses the past tense of this verb **“tried”** where the “y” changes to an “i.” The second sentence uses the gerund form, “trying.”

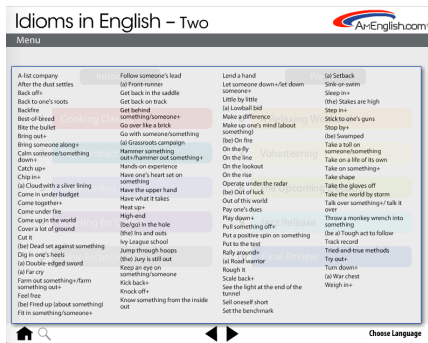
Appealing to multiple learning styles

Clicking on the focus word to make it turn red and show up in a larger font is a great way to remind you that the focus word is number one in terms of emphasis. If you are a visual learner, the larger font and the red is the best way to reinforce this concept. If you are a kinesthetic or tactile learner, you learn best by experiencing or doing something. Clicking on the correct word

will be a better way to reinforce this concept for you. We try to **cover all the bases**. If you are an aural learner, then hearing the sentence when you click on the sound file will be the best reinforcement. If you are an oral learner, then you should take time to repeat the sentence aloud. Most of us benefit from a combination of practice activities that appeal to more than one learning style.

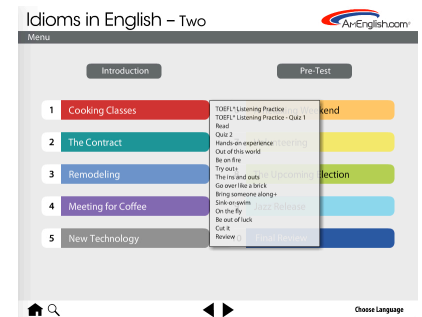
NAVIGATION

At the main Table of Contents, there are now two kinds of 'roll over' flash menus:



(1) Mouse over the magnifying glass at the bottom of the tool bar and a program level index appears.

(2) Mouse over each chapter and a chapter level index appears.



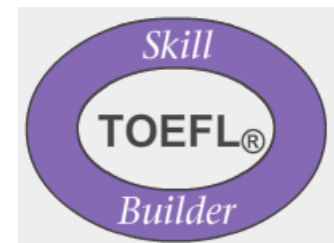
ORGANIZATION

Pre-Test

The pre-test has multiple rotating versions. Students' pre-test scores can be compared to their final review scores to track their progress. Scores are available in the User Management System.

TOEFL® Skill Builder Buttons

Mouse over the TOEFL® skill builder buttons in each section to get specifics on how this program will help build skills required for the TOEFL® test.



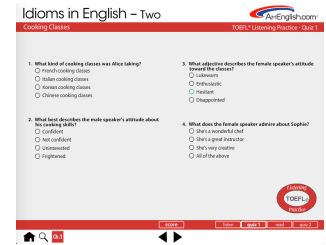
Story/Dialogue - Listen

Students see a picture and listen to the story or

dialog, which uses the idioms in context.

Quiz 1

The audio for each story/dialogue is followed by a quiz with listening comprehension questions about the main idea, the speaker's attitude, and supporting details. There is automatic scoring for this practice (this is similar to the listening comprehension practices for the TOEFL® and the TOEFL® Junior).



Idioms in English - Two
Cooking Classes

A: Hi, Alice, I heard you were taking French cooking classes.

B: Yes, Gene, I just finished the series. It was a great **hands-on experience**. We shopped at the Farmers' Market and then went to the instructor's kitchen to make the dishes. The flavors were **out of this world**. I was very inspired. I'm **on fire** to **try out** the recipes. I'm hosting a dinner party next weekend. Would you like to come?

A: I'd love to. I've tried some French recipes, but I couldn't follow all the **ins and outs**. The preparation steps seemed very complicated, and my attempts were failures. They **went over like a hot air balloon**.

B: It really helps to have an instructor to **bring you along**. Our instructor, Sophie, was always there to guide us. It wasn't a **sink-or-swim** situation. She was very relaxed, so I didn't worry about making mistakes.

A: It sounds like a good class.

B: Yes, Sophie is a wonderful chef. She can even create amazing dishes **on the fly**. At the end of the course, she made three different entrees with whatever ingredients she had in her kitchen. She doesn't need a recipe.

A: Well, I would certainly be **out of luck** without a recipe. I don't consider myself creative in the kitchen. I don't think I could **cut it** as a chef.

TOEFL Junior

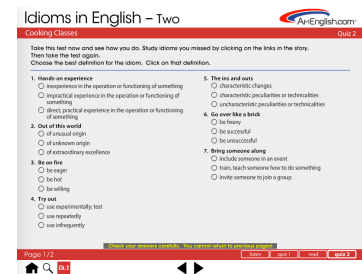
Story/Dialogue - Read

Students see the text and can listen to the audio again for the story or dialog, which uses the idioms in context.

Quiz 2

The text for each

story/dialogue is followed by a quiz on the definitions for each idiom. There is automatic scoring for this practice.



Individual Idioms

Individual idiom screens show:

- Idiom definition (with a translation option)
- Two example sentences using the idiom
- Pronunciation notes for each idiom

Idioms in English - Two
Cooking Classes

Hands-on experience

Definition: direct, practical experience in the operation or functioning of something

Examples:
She had studied the economic theories, but she wanted some **hands-on experience** in the world of finance.
He received his degree from the culinary academy, and he **got hands-on experience** working as a pastry chef in a restaurant.

Pronunciation:
The words "hands," "on," and "experience" get stressed, which means you hold them a little longer and say them a little louder.
He's a new graduate, and he needs some hands-on experience in his field.

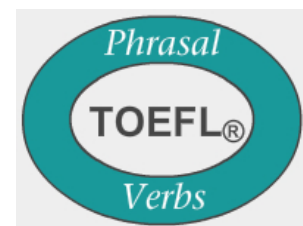
Linking: The "s" in "hands" gets linked with the "o" in "on." This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel in the same phrase, they are linked together so they sound like one word.
He's a new graduate, and he needs some hands-on experience in his field.

The focus word (the most important word in the phrase) is "on."
This is the "jump up" word, the word with the highest pitch or intonation.
He's a new graduate, and he needs some hands-ON experience in his field.

TOEFL Junior

Phrasal Verbs

Each volume of **Idioms in English** has some phrasal verbs. Phrasal verbs are marked with a (+) sign in the alphabetical index and on the individual idiom page. Having both audio and text for the phrasal verbs in these programs will help students improve both their listening comprehension and spoken English for the TOEFL® test, which includes phrasal verbs.



Dictation practice/Focus word practice

Every idiom page is followed by a scored dictation practice and a focus word exercise, both of which help build listening comprehension.

Chapter review

At the end of every chapter is a scored dictation for the story/dialogue.

Final Review

The Final Review has multiple rotating versions. Students' final review scores can be compared to their pre-test scores to track their progress. Scores are available in the User Management System.

The final review features 4 different question types:

- (1) Word scramble – checks grammar/syntax
- (2) Dictation – checks listening comprehension
- (3) Fill-in the blank – checks reading comprehension
- (4) Multiple-choice – checks reading comprehension

Each final has 100 items with 25 from each category, rotating randomly to cover all 100 idioms (there are 500 total question items).

It is a lot of fun to spot idioms in everyday conversations, in online media, and movies. Learning about idioms in English helps students become more fluent in the language as it used every day by native speakers.

TARGET AUDIENCE

This program was designed for students at the intermediate through advanced level.

FORMATS

The material is available online.

CUSTOMERS

This program is used at schools like Reedley College and the University of South Carolina and companies like IBM and Deloitte to improve communication skills in English.

Lesson One: In the Lab

Pre-Test

Have students take the pre-test, so that there is a score to compare to the final review at the end of the program. Lower the affective filter by telling students that if they get a perfect score, they don't need to be in the class.

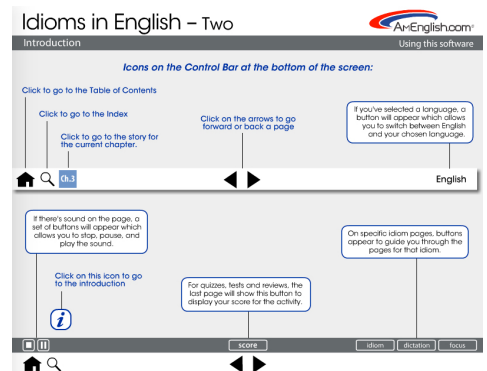


Notes for Teachers:

- This will give students a baseline and an awareness of their shortcomings.
- It will also intensify students' focus on the material in the programs.
- Teachers can compare scores on the Pre-test with the Final Review to measure improvement.

User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation. Make sure students know how to use the "Choose your language" button at the Table of Contents screen.



Show students the "Using this Software" section in the Introduction. Take some time to show students how to control the audio, so they can start and stop in the middle of a story/dialogue and pick up where they left off.

Overview

1. Show the table of contents with 9 stories/dialogues & Final Review
2. Click on the magnifying glass at the bottom left of the screen to show them the alphabetical list of idioms in this volume.
3. Show the first picture in **Chapter 1 - Cooking Classes**

4. Let students listen to the dialogue and then go to the TOEFL Listening Practice. Highlight the navigation at the bottom right of the screen.
5. Next, take students to the “read” section where they can listen to the audio again and see the text. Show them “Quiz 2.”
6. Finally, show them one of the idiom screens from the first chapter. Highlight the buttons at the bottom right of the screen for “dictation” & “focus word” practice.
7. Finally, take students back to the alphabetical index to show them the reviews for each chapter (see box at lower right of the screen).

On your own in the lab/Homework

Review all of Chapter One: “Cooking classes”

Complete all of the quizzes and practices in this chapter

Lesson Two: Cooking Classes

In the classroom: Warm-up

Define the word “idiom” and elicit examples from the class.

An idiom is a group of words with a special meaning of its own that is not clear from the meanings of the individual words.

Note: Phrasal verbs, like “add up,” are included in this program.

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter one (with no audio) or put the title of the chapter on the board: **Cooking Classes**



Ask students:
What’s your favorite food?
Do you like to cook?
When you cook, do you use a recipe ? (Define this term if necessary)

Note: The focus words for the idioms in this program were chosen based on common usage. The speaker can sometimes change the focus word in a phrase depending on what he/she wants to emphasize.

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 1 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: The schwa for “of”

Take a minute to focus on the schwa for “of” in the idiom “be out of luck.” Project the individual idiom page for “be out of luck” on the board or just write the pronunciation sentence on the board:

We were out *uh* luck when the bank refused us.

Note that the word “of” is reduced to a schwa or “uh” sound when it comes before the consonant “l” in “luck.” The schwa sound is short and **unstressed**. You can hear it in the words “above” and “banana.”

Model the schwa for “of” or play the sound file in the program and have the class repeat it:

We were out *uh* luck when the bank refused us.

Speaking practice:

Go back to the main Table of Contents and mouse over the chapter level index for Chapter one again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of the idioms from Chapter One have verbs. Have them supply the past tense of the verb.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

A well-known designer has taken on a new apprentice to train him/her in the field.

Characters: designer and apprentice

A master chef has taken on a new apprentice to train him/her in the field.

Characters: master chef and apprentice

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Two: The Contract

- Complete all of the quizzes and practices in this chapter

Lesson Three: The Contract

In the classroom:

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter two (with no audio) or put the title of the chapter on the board: ***The Contract***



Ask students:

Have you ever negotiated something?
How long did it take?
How did it go?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 2 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “step-in.” Project the individual idiom page for “step in” on the board or just write the pronunciation sentence on the board:

Referees often have to <i>step-in</i> to handle arguments.
--

Note that “p” in “step” gets linked with the “i” in “in.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

Referees often have to *step-in* to handle arguments.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. Take a moment to write the past tense next to the idiom. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

Union and management are negotiating a new contract with changes in wages and benefits.

Characters: union representative and management representative

Two countries are negotiating a trade agreement.

Characters: Secretary of State from the US and Secretary of State from another country
(students can choose the country)

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Three: Remodeling

Complete all of the quizzes and practices in this chapter

Lesson Four: Remodeling

In the classroom:

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter three (with no audio) or put the title of the chapter on the board: **Remodeling**



Ask students:

Have you ever worked on or been involved with remodeling?
How long did it take?
How did it go?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 3 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “chip-in.” Project the individual idiom page for “chip in” on the board or just write the pronunciation sentence on the board:

His friends all *chipped-in* to help him.

Note that “d” in “chipped” gets linked with the “i” in “in.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

His friends all *chipped-in* to help him.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You are looking for someone to remodel your kitchen.

Characters: homeowner and contractor

You are looking for someone to fix up an older home so that you can sell it.

Characters: homeowner and carpenter

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Four: Meeting for Coffee

Complete all of the quizzes and practices in this chapter

Lesson Five: Meeting for Coffee

In the classroom

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter four (with no audio) or put the title of the chapter on the board: ***Meeting for Coffee***



Ask students:

Do you like to meet for coffee or tea?
Do you have friends that you talk to about family issues?
How often do you talk with them?
Do you find it useful to talk with friends about family issues?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 4 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “catch up.” Project the individual idiom page for “catch up” on the board or just write the pronunciation sentence on the board:

I needed time to get ***caught-up*** after my vacation.

Note that “t” in “caught” gets linked with the “u” in “up.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

I needed time to get *caught-up* after my vacation.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. Take a moment to write the past tense next to the idiom. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You have two children; one is a good student, and the other is not very interested in school. You are sharing your concerns about their futures with a friend.

Characters: mother/father and friend

You have two children who both want to go to an expensive, private university. You cannot afford to pay for it.

Characters: mother/father and friend

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Five: New Technology

Complete all of the quizzes and practices in this chapter

Lesson Six: New Technology

In the Classroom

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter five (with no audio) or put the title of the chapter on the board: ***New Technology***



Ask students:

Are you interested in new technology?
What kinds of technology interest you?
Would you like to/Do you work for a technology company?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 5 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Reduction

Take a minute to focus on the reduction in the idiom “tried-and-true methods.” Project the individual idiom page for “tried-and-true methods” on the board or just write the pronunciation sentence on the board:

We rely on traditional, “ <i>tried-‘n-true</i> methods.” Note that the word “and” is reduced to “n.”

Model the reduction or play the sound file in the program and have the class repeat it:

We rely on traditional, “*tried-‘n-true*” methods.”

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You have a job interview with a tech company, and the interviewer asks you to say why you want to work there.

Characters: interviewer and interviewee

You have a job interview with a tech company, and the interviewer wants to convince you to take the job.

Characters: interviewer and interviewee

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Six: A Relaxing weekend

- Complete all of the quizzes and practices in this chapter

Lesson Seven: A Relaxing Weekend

In the classroom

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter six (with no audio) or put the title of the chapter on the board: **A Relaxing Weekend**



Ask students:

Have you ever felt that you've been working too hard and you need a relaxing weekend?
What kinds of things keep you very busy?
How do you like to relax and take a break?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 6 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “sleep in.” Project the individual idiom page for “sleep in” on the board or just write the pronunciation sentence on the board:

She *slept-in* today and missed her first class.

Note that “t” in “slept” gets linked with the “i” in “in.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

She *slept-in* today and missed her first class.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You’ve been very busy lately and need to spend a weekend without lots of scheduled activities.

Characters: 2 friends

You just finished finals week at your school and want to relax over the weekend to recover.

Characters: 2 friends

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Seven: Volunteering

Complete all of the quizzes and practices in this chapter

Lesson Eight: Volunteering

In the classroom

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter seven (with no audio) or put the title of the chapter on the board: **Volunteering**



Ask students:

Have you volunteered/Would you like to volunteer to help in your community?
What kinds of things did you do/would you like to do?
Did you enjoy the experience?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 7 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the idiom “keep an eye on something/someone.” Project the individual idiom page for the idiom “keep an eye on something/someone” on the board or just write the pronunciation sentence on the board:

He *kept-an-eye* on his little sister while his mother was gone.

Note that “t” in “kept” gets linked with the “a” in “an.” The “n” in “an” gets linked with the “e” in “eye.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

He *kept-an-eye* on his little sister while his mother was gone.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for

the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You've volunteered to work on a Habitat for Humanity building project over the weekend in your area, and you are trying to convince a friend to join you.

Characters: volunteer and friend

You've volunteered to be one of the parent chaperones on your child's classroom camping trip, and you are trying to convince another parent to join you.

Characters: parent chaperone and other parent

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Eight: The Upcoming Election

Complete all of the quizzes and practices in this chapter

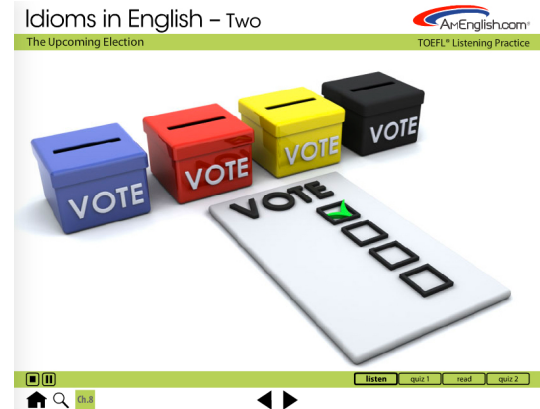
Lesson Nine: The Upcoming Election

In the classroom

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter eight (with no audio) or put the title of the chapter on the board: ***The Upcoming Election***



Ask students:

Did you get lots of mail or see lots of advertisements about the last election?

Did you have strong opinions about the issues?
--

What issue is most important to you?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 8 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the idiom “put a positive spin on something.” Project the individual idiom page for “put a positive spin on something” on the board or just write the pronunciation sentence on the board:

We can *put-a positive spin-on-it* and talk about his fresh approach to problems.

Note that “t” in “put” gets linked with the word “a.” Then the “n” in “spin” gets linked with the “o” in “on,” and the “n” in “on” gets linked with the “i” in “it.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

We can *put-a positive spin-on-it* and talk about his fresh approach to problems.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You are talking about an upcoming election with a friend. You both have strong feelings about certain issues and candidates.

Characters: 2 friends

You are interviewing a candidate who is running for a political office. The candidate has switched position on a couple of issues, like taxes and funding for schools. As a reporter, you plan to ask the candidate some hard questions.

Characters: candidate & reporter

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Nine: Jazz Release

Complete all of the quizzes and practices in this chapter

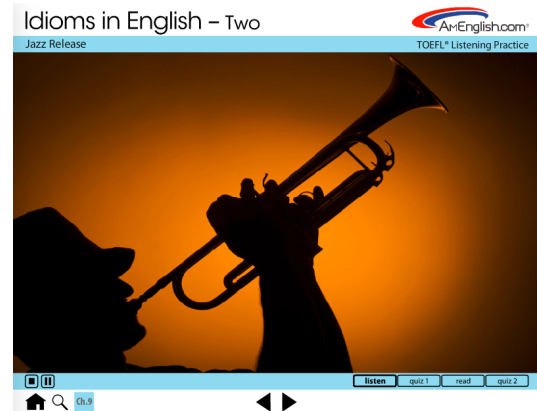
Lesson Ten: Jazz Release

In the classroom

Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter nine (with no audio) or put the title of the chapter on the board: **Jazz Release**



Ask students:

What kind of music do you like?
Who is your favorite singer/band?
Have you ever listened to jazz?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 9 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: The schwa for “of”

Take a minute to focus on the schwa for “of” in the idiom “cover a lot of ground.” Project the individual idiom page for “cover a lot of ground” on the board or just write the pronunciation sentence on the board:

He covered a lot *uh* ground on the subject.

Note that the word “of” is reduced to a schwa or “uh” sound when it comes before the consonant “g” in “ground.” The schwa sound is short and **unstressed**. You can hear it in the words “above” and “banana.”

Model the schwa for “of” or play the sound file in the program and have the class repeat it:

He covered a lot *uh* ground on the subject.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 3-4 idioms from the story. Here are a couple of scenarios:

Take turns sharing the story of one of the musicians that you have liked for a long time with your partner.

Characters: 2 friends

Take turns talking about a musician from your country with a long career in the music business.

Characters: 2 friends

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Take the Final Review

Note that the **Word Scramble** in the Final Review checks grammar/syntax by requiring students to:

- Put the words in the idiom in the correct order
- Choose the correct word form for some idioms
- Choose the correct article for some idioms
- Choose the correct verb tense for some idioms

Students could benefit from taking the Final Review more than once as it has rotating sections. If there is time, teachers could take students into the language lab on two separate days to take the Final Review. The second day would be a challenge to see if they can improve their scores

Lesson Eleven: In the Lab

Have students take the Final Review again and see if they can improve their scores.

The Final Review is great practice as it has multiple rotating versions*, and the multiple question types appeal to more than one learning style:

- (1) Word scramble: appeals to kinesthetic/tactile learners
- (2) Dictation: appeals to auditory learners
- (3) Fill-in the blank: appeals to visual learners
- (4) Multiple-choice: appeals to visual learners

*Each version of the Final Review has 100 items with 25 from each category, rotating randomly to cover all 100 idioms. (There are 500 total question items.)

Classroom Expansion Options

Application in e-mail/text exchanges

The instructor can assign e-mail/text exchanges for homework where students use the idioms in context in their communication with each other.

New Idioms

- The instructor can elicit other idioms students hear outside of class.
- These can be compiled and marked for stress and intonation.

Idiom of the Month

The instructor can set up a contest where students keep track of idioms from the course that they hear/read outside of class in terms of frequency. There could be an idiom of the month based on frequency.